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ABSTRACT

This book is the first of two comprising the Guide to Proposal Writing and Project Management in Vocational Education that outlines processes involved in the writing and fundings of proposals. The second book is available separately (see note). Two of the four parts into which the guide is divided are found in each of the books. Part I, Planning a Proposal, is an overview which proceeds through each step in the development of a proposal and the implementation procedures of an awarded project. The section, Proposal Components, defines components and gives examples. The components are problem statement, review of literature, objectives, methodology, and budget. The section, Project Management, highlights implementation procedures so that a potential proposal writer/project director will be aware of steps involved in carrying out an awarded project. They are copyright clearance, project monitoring and evaluation, project amendment, final report, and product description. Part II, Preliminary Proposal, explains how to submit a preliminary proposal to the Division of Vocational Education. It also explains how to learn what funding opportunities are available and shows a sample preliminary proposal form. (YLB)

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GUIDE TO PROPOSAL WRITING AND PROJECT MANAGEMENT IN VOCATIONAL EDUCATION

Book 1: Planning a Proposal

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GUIDE TO PROPOSAL WRITING AND PROJECT MANAGEMENT IN VOCATIONAL EDUCATION

Book 1: Planning a Proposal

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-- David C. McOuat, Consultant
Bureau of Research, Dissemination,
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INTRODUCTION

Why was this guide written? The purpose of this guide to proposal writing is to increase the number of people who can write eligible proposals to the Division of Vocational Education. This goal has been approached in two ways: (1) by communicating the process to a greater number of people and (2) by explaining it so thoroughly that the proportion of quality proposals will be increased.

This guide was written to outline the processes involved in the writing and funding of projects. An awareness of these processes should result in more thorough planning and more successful communication of a proposal. Necessary forms in the application process will also be explained.

How should the guide be used? This document is divided into two books containing the following four parts:

Part I, "Planning a Proposal," is an overview which proceeds through each step in the development of a proposal and the implementation procedures of an awarded project. Definitions and examples are given to help the proposal writer refine an identified problem into a proposal suitable for funding. A final, fully-developed proposal will contain all components described in Part I.A. "Proposal Components." Therefore, this section is a guide to both planning and writing. After a

project is awarded, the project director should follow the implementation procedures described in Part I.B. "Project Management."

Part II, "Preliminary Proposal," deals with the forms and information necessary for an initial submission of a proposal. The writer should read Part I first, however, for a complete overview of proposal development. Although the preliminary proposal may be abbreviated in form, an understanding of the total process should ensure that this first submission to the funding agency will reflect careful and complete planning.

Once a preliminary proposal has been reviewed and invited, the writer will progress to Part III, "Final Proposal." This section explains how to write the fully developed narrative which details not only the problem to be investigated but also the procedures to be used.

The last section, Part IV, "Project Management and Reporting," describes in detail responsibilities which the project director or manager will have. This information will be useful after a project has been awarded.

In summary, the guide progresses from focusing on a problem and planning the procedures to investigate a solution; to submitting a preliminary proposal; to fully developing a final proposal; to conducting and reporting on an awarded project.

What are some basic definitions? A proposal is an application for funding submitted to the Division of Vocational Education.

A project is a proposal which has been awarded funding by the Division.

What assistance is there in the proposal writing process? The first step in proposal development should be to determine whether the problem under consideration addresses one of the state's funding priorities. These priorities are identified in the Florida State Plan for Vocational Education and are summarized in the Application for Federal Vocational Funds. These documents are available from county superintendents and vocational directors, community college presidents and occcupational deans, presidents and department chairmen of vocational education in state universities, and from the Department of Corrections, the School for the Deaf and the Blind, and the Seminole and Miccosukee Indian tribes.

Should the problem be appropriate to these priorities, one might discuss the proposal idea either with the local or institutional director of vocational programs, regional consultants, or with research staff in the Division of Vocational Education. Some school districts or institutions may even have a proposal writing specialist. Additionally, input and review by colleagues can provide many kinds of valuable assistance. A proposal writer can often benefit from help in refining the problem statement, conducting a needs assessment, formulating appropriate objectives and procedures to solve the problem, planning and conducting evaluation of the project, reviewing proposal drafts, and figuring budgets. Few individuals have expertise in all these areas.

Once a proposal has been accepted and a project awarded, the Division may call on additional support services. Project monitors from the Research Section staff will provide continuing evaluation to ensure that the project is on track and its objectives are being met. Dissemination Section personnel work with the project director to plan release of products and information from the project. In some cases, the Center for Studies in Vocational Education may provide assistance in instructional design, graphic design, and printing.

However, a project begins as an idea in someone's mind, a problem in need of a solution. The next section, "Planning a Proposal," will help a prospective proposal writer develop that idea.

For additional copies of this guide, contact:

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The Division of Vocational Education is interested in any comments or ideas that will aid in the continual improvement of this guide. Please feel free to suggest ways of producing a better Guide to Proposal Writing and Project Management in Vocational Education. Suggestions should be addressed to:

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PART I. PLANNING A PROPOSAL

In Part I an overview of proposal development and project management is provided. "Proposal Components" defines components of a proposal and gives examples. The components are:

1. Problem Statement
2. Review of Literature
3. Objectives
4. Methodology
5. Budget

"Project Management" highlights implementation procedures so that a potential proposal writer/project director will be aware of the steps involved in carrying out an awarded project. These procedures include:

1. Copyright Clearance
2. Project Monitoring and Evaluation
3. Project Amendment
4. Final Report Writing
5. Product Description

Proposal Components

Problem Statement

What should be included in the problem statement? The problem statement includes a description of the problem as well as the rationale for the project. A well-written problem statement is crucial to the success of the proposal. It should convince the funding agency that the problem is important and the proposed solution is appropriate and likely to make a contribution to vocational education. The most worthy idea can be implemented only when the problem has been clearly defined.

Description of the Problem

What is the problem? The problem is a need that can be identified, a gap, a documented discrepancy between what is and what should be.

How is the problem identified or recognized? Problems in vocational education may be identified through observations. For example, a teacher observes declining enrollment in a drafting class. This may appear to be a problem, but other observations are necessary to make that determination. If demand for drafters (persons with drafting experiences) were also declining, the drop in enrollment would be a realistic adjustment to the demand. Declining enrollment is one observation, a description of a present situation or condition. If

other present conditions indicate a demand for drafters, then declining enrollment indicates that there will be an inadequate number of persons to meet that demand. The problem, therefore, is an insufficient number of trained drafters to meet the demand of industry.

The problem description briefly identifies the need in terms of the difference between the present (or current) condition and the ideal (or desired) condition. For illustrative purposes, the drafting class conditions might be shown in chart form:

WHAT IS (current conditions)	WHAT SHOULD BE (desired condition)
Industry demand for 75 drafters	Needs of industry met
Drafting enrollment declining	Adequate number of drafting program completers

What is the problem? The problem is an insufficient number of trained drafters to fill the needs of industry.

Example of problem description:

> The Sun Boat Company of Gulfside has 75 vacancies for trained drafters. The drafting program of Gulfside Vocational/Technical Center has had a declining enrollment. It is hoped that the Center will be able to meet the demand of industry for employment by providing an adequate number of drafting completers. Therefore, the problem for Gulfside V/T Center is an insufficient number of trained drafting personnel to meet the current demand of industry.

What does the problem description do?

1. It may report an observed condition.
2. It may report the results of a needs survey.

3. It identifies a gap or documents a discrepancy between what is and what should be.

In the preceding list, notice the word "documents." It is not always possible to measure gaps or discrepancies; however, to do so is an effective means of establishing need. Sometimes a proposal writer can deal only with perceived or "felt" needs, but, where possible and appropriate, documentation is desirable.

What is a needs assessment? A needs assessment is a formalized search for information. It is usually conducted by survey, whether oral or written, and is an attempt to learn of discrepancies or gaps between what is and what should be. It is, therefore, the search for a problem.

How is a needs assessment conducted? A needs assessment is conducted in one of two general ways. In the first approach, the assessor may seem to be merely surveying a field, such as a specific program area in vocational education. Students, teachers, administrators, and employers may be asked to react to specific questions about enrollment, quality of training, or characteristics of program completers. Alternately, they may be asked to describe an "ideal" process or result and analyze how the current situation differs. This seeking approach may reveal problems that no one was aware of before the needs assessment was conducted.

The other approach to a needs survey is initiated as a result of knowing about a specific problem. The survey is more directed in this case and seeks information about the

causes and the extent of the identified problem. An approach such as this is more likely to produce quantifiable data which may be useful in communicating the need to colleagues and to proposal reviewers. It is likely that an investigator might begin with the more general needs assessment and then move to the more specific one.

What kinds of information might be sought in a needs assessment? One of the first things to be identified after a problem has been located is what the local district, institution, or community has done to try to solve it. Knowledge of previous efforts will lead to a more intelligent selection of an alternative solution and may be useful assistance in justifying the project to reviewers. Discuss other programs or recent, related projects, and explain the relationship between previous activities and the proposed project.

The proposal should present as much of the background of the problem as necessary to document the need and convince reviewers of its validity. The next section, "Review of Literature," explains one method of providing background information. However, the proposal writer should investigate as many sources as possible. What other factors influence the situation? Are there current legislative directives? What is the intent of relevant laws and regulations? Is there a process used in a different area that may be applicable to the present situation? Build a good case for the proposed project in the problem statement section.

Look back to the example of the drafting problem description. It includes not only the identified problem (the gap) but also the attending conditions. The problem description reports an observed condition of declining enrollment. The observed condition can easily be documented by a check of class enrollment figures. The need for 75 trained drafters may be a documented condition reported by the local employment agency, or it may be the result of a formal needs survey. The ideal conditions would be to meet the needs of industry and to provide an adequate number of completers. Therefore, the problem description identifies the gap between the present and the ideal conditions and documents the discrepancy between what is and what should be.

The first draft of a problem statement description may be revised several times during the analysis of a problem. The problem description included in the proposal will rarely be the same one formulated originally.

In developing the problem description, the proposal writer will seek to determine the causes and full extent of the problem. Declining enrollment in a drafting class could be the result of decreased job demand, low starting pay, a poor training program, or any of several other possibilities. In Gulfside a committee of drafting teachers and administrators eliminated these possibilities and made some additional pertinent observations:

WHAT IS	WHAT SHOULD BE
Teachers, counselors, students, and public are unaware of the demand for trained drafting personnel	Teachers, counselors, students, and public are aware of demand for trained drafting personnel
Number of unemployed young adults in the community increasing	Balance between employment supply and demand

The problem now appears to be a need for generating the necessary awareness to prepare a sufficient number of trained drafters to fill the needs of industry and to help achieve a balance between employment supply and demand in the community.

Why not try to identify a problem? First list the present conditions and the ideal condition(s).

WHAT IS	WHAT SHOULD BE
----	----

What is the gap or discrepancy between the conditions listed? Are the conditions a result of observation or of a needs survey? If the answers to these questions are affirmative, the problem meets the criteria given above. Throughout the development and writing of a proposal, colleagues should be consulted for verification and additional input. NOTE: Be sure that any problem description fits the general criterion of being a gap or a difference between what is and what should be.

Rationale for the Project

What is the rationale? The purpose of the rationale (the second part of a problem statement) is to provide the basis for

funding. The rationale is a justification of the project. In this section the importance of the problem and the appropriateness of the proposed solution are presented.

In the drafting situation described above, the problem gained significance when additional observations were noted concerning community need for employment opportunities for young adults. Now it is no longer a problem which impacts only a school and a local business, but it also has implication for the entire community. Significance of the problem should be a concern of the proposal writer. If an issue concerns one school only, that school should attempt to solve it. However, if the proposal writer can convince reviewers that the problem is widespread--in the region, state, or nation--and that the particular solution will have application to other situations, known as "transportability" or "generalizability," then the project begins to seem more important.

What makes a problem significant? A problem is significant if it impacts several target groups or if it is shown to be widespread. A project writer is well-advised to investigate the extent of the problem. What does a local, regional, or statewide advisory committee think? Is it a concern of professional groups? What are the implications for the future if the need remains unmet? How could results from the project be disseminated to people who need the information? Answers to these questions will help develop the significance of the problem.

Example of rationale:

> Gulfside Vocational/Technical Center cannot prepare a sufficient number of drafters to meet Sun Boat Company's needs and to enhance employment opportunities without generating greater awareness of the training and employment opportunities for drafters. Goals are to retain industry in the community and to provide training necessary to give marketable skills to young adults who are currently unemployed. The awareness of the need for drafters should be stimulated among students, teachers, guidance counselors, and the public in general. The proposed activity has the potential to solve the problem for the Gulfside community. It may also be an exemplary model for other communities in providing linkage between school, industry, and community to balance employment supply and demand.

The problem description should be supported with valid reasons for the funding of the project. Review the situation as it exists, including background, present and desired conditions, and the rationale. Then suggest the proposed solution, how the proposal will meet the identified need. Keep the project limited in scope to be solvable. Be certain that the proposed project is workable and can be completed within a reasonable amount of time and with a reasonable amount of money.

Statement of the Problem

What is a problem statement? The problem statement includes a description of the problem and the rationale for the project.

How is a problem statement written? State the problem and its significance to vocational education in clear, concise terms. Problems should not be described in general terms such as, "I am going to examine the facts relating to . . . ."

Include both the present conditions and the desired conditions so that the discrepancy between them, the problem, is made obvious.

Avoid wordy or too brief descriptions of the problem. State the problem so the reader will know what is included and what is not included. NOTE: The reader may or may not have an understanding of the problem.

It is particularly important that the problem be limited enough to be workable. If the problem is broadly stated, the funding agency may conclude that the writer has not focused on a specific, solvable aspect. For example, sex bias cannot be treated as a problem; however, specific problems involving sex bias in guidance and counseling, admissions, job recruitment, etc., can be identified. Although the problem cannot be solved for the entire country, the solution in one particular school may have widespread applicability. The problem statement, then, including the description and the rationale, naturally leads the proposal writer to an explanation of the proposed solution, which is the purpose of the project.

Summary

In summary, a problem statement includes:

1. the problem description,
2. the importance of the problem,
3. its importance or relationship to vocational education, and
4. the rationale, or justification, for the project.

The problem statement provides background for a statement of purpose of the proposal which includes:

1. the proposed solution and its appropriateness, and
2. the population to be served by the results.

An early draft of a problem statement (problem description plus rationale) for a project from Gulfside V/T Center might read:

Example of problem statement:

(Current Conditions) The Sun Boat Company of Gulfside has vacancies for trained drafters as reported by the local employment agency. The drafting program of Gulfside Vocational/Technical Center has had a declining enrollment with 23 completers anticipated by June this year and 15 completers next year. The number of unemployed young adults in the community has been increasing according to the Florida Department of Labor Statistics Report No. 132.

(Desired Conditions) Observations by the drafting faculty and administration of Gulfside V/T Center have indicated that the reason for the declining enrollment seems to be lack of awareness of the training and employment opportunities for drafters. A meeting between the City Council and the Gulfside Advisory Committee resulted in the establishment of the following goals for the next biennium: (1) increased employment of young adults and (2) the retention of industry through meeting its need for trained drafters.

(Problem) Therefore, the problem for the Gulfside community and its vocational/technical center is to prepare trained drafters to meet the anticipated needs of the Sun Boat Company and at the same time to enhance the opportunities for employment for young adults in the community.

(Rationale) The rationale for this proposed project is that Gulfside V/T Center cannot prepare a sufficient number of drafters to meet these needs without generating greater awareness of the training and employment opportunities for drafters. This awareness should be stimulated

among students, teachers, guidance counselors, and the public in general.

(Proposed Solution) After consultation with representatives of the Sun Boat Company, the Gulfside Advisory Committee, and representatives of the Gulfside V/T Center, it is proposed that greater awareness of drafting opportunities could be generated through a community public relations activity. The annual boat show might provide an opportunity for students to participate in a boat design drafting contest.

The preceding example might be an initial draft in the development of the problem statement. Having clarified the problem, the writer will then attempt to better communicate to the reader. This refinement would enhance the chances of the proposal's being funded.

REMEMBER: The problem statement, including description and rationale, provides a basis for all other sections of the proposal. An adequate problem statement encompasses all the facts, relationships, and explanations that the analysis of the problem indicated were relevant.

Review of Literature

Why write a review of literature? This section is an excellent place to provide justification for the study and to show an understanding of related research activities.

What is included in a review of literature? Present background information relevant to the problem statement. If possible, include studies currently underway which could contribute to the proposed project. Select and review pertinent

studies which provide a foundation for the proposed project, citing references and data which support the significance of the problem. If there seem to be no related studies, rethink the descriptors used to locate them. Perhaps a problem is so current that recent professional journals and newsletters would provide more relevant information than scholarly texts. Masters' and doctoral studies are additional potential sources.

How is a review of literature written? Select studies which mark important points in the development of the problem area. A balance must be reached between exhaustive reporting and neglecting crucial information. Try to describe studies briefly but with enough detail to show their relevance and impact on the problem area. Be sure to relate also how this study moves beyond them. Summarize previous studies accurately.

The review of literature should be written in simple past tense if the studies have already been completed. Ongoing studies may be reported in present tense. Define any terms which may be unfamiliar to the reviewer.

Summary

The review of literature should fit logically into the proposal and should show writing and research competence.

REMEMBER: Of prime importance, the review of literature must be related to the proposed study. This gives continuity to the proposal and helps the reviewer to better understand the intent of the project.

Objectives

What are objectives? Objectives are statements of WHAT IS TO BE ACCOMPLISHED. Each objective should be stated in a simple sentence describing what is to be achieved. The purpose is to present the exact dimensions of the solution to the problem in a concrete and explicit statement.

What should be included in an objective? Since objectives are associated with action--what is to be done--they usually begin with action verbs. For example:

It is the objective of this proposal to. . .

develop	evaluate
train	prepare
test	conduct
assess	implement
provide	determine
assemble	produce
design	compare

The following are not action verbs and should not be used in objectives as action verbs:

appreciate	look
see	understand

An objective should include the following information:

1. an ACTION verb,
2. WHAT outcome is to be accomplished,
3. WHEN or in what time span the outcome is to be accomplished, and

4. what CRITERIA are to be used in measuring the accomplishment and under what conditions.

How are objectives stated? The intended ACTIONS must be clearly stated with only one major measurable item included in each statement. The objectives should be specific and achievable.

For example, an unsatisfactory objective for the Gulfside V/T Center proposal might read:

> Gulfside V/T Center wants to look at ways of increasing awareness about the need for drafters.

Why is this objective unsatisfactory?

* * * *

A review of the four criteria above shows the weaknesses of the objective:

1. It does not contain a good action verb. "Wants to look at" is vague and directionless. It suggests no procedures to either the project director or project monitors.
2. The outcome, "increasing awareness," is given; however, the lack of specificity about how to achieve it makes its accomplishment doubtful.
3. No time span is noted for the achievement of the objective.
4. No conditions or criteria are specified for measuring the accomplishment of the objective.

On the other hand, a satisfactory objective might read:

> Gulfside V/T Center seeks to increase the drafting enrollment 50% by September 30 of next year.

The improvement in this objective can be evaluated against the four criteria:

1. The action verb "to increase" is a viable activity.
2. The specific outcome is "increase drafting enrollment," an easily measurable activity.
3. The time span is between now and September 30.
4. Because the outcome is so specific, a criterion for measurement, this year's enrollment, provides a measure of achievement.

Another satisfactory objective might be:

> The guidance staff at Gulfside V/T Center seeks to increase the level of awareness of the drafting occupation among Gulfside Center students. A brief survey will gather information known about job duties, training requirements, and industry need for drafters. The instrument will be administered before the contest is announced and readministered within 60 days after the boat show has been presented. Satisfactory increase will be determined by a 30% gain in correct answers among at least 2/3 of the students surveyed.

A check against the four criteria reveals:

1. The action verb is "to increase."
2. The outcome is to measure increase in level of awareness of the drafting occupation.
3. Because the measure involves a pre- and post-test, times for the administration of both parts are specified.
4. The specific criteria of success, a 30% gain by at least 2/3 of the students, have been defined so that accomplishment of the objective can easily be verified.

A condensed version of the above objective, which still meets the four criteria, is the following:

> The guidance staff at Gulfside V/T Center seeks a 30% increase in the level of awareness of the drafting occupation among at least 2/3 of the students surveyed within 60 days after the boat show.

Summary

Note that a satisfactory objective is specific! It is achievable! It is measurable!

Most proposals have only a few objectives. The proposal writer should list the objectives to be achieved in the order of their importance. It is more likely that a few objectives can be successfully accomplished rather than several objectives. The scope of a project must be manageable within the resources available to it.

REMEMBER: The objectives--WHAT IS TO BE ACCOMPLISHED--determine methodology--HOW IT IS TO BE ACCOMPLISHED. Objectives must always relate to the expected products or outcomes of the proposed project, and those outcomes must be a logical outgrowth of the methodology.

Methodology

It is in the methodology section that the proposal writer explains HOW the project will be conducted. This is one of the most carefully read sections of the proposal because objectives

are implemented through methodology. Explicit details should be provided to convince the funding agency that the objectives can be accomplished.

The methodology section should include information regarding the plan of the project (the procedures) and the organizational and administrative arrangement for conducting the project (the project management).

What is a good way to plan effective methodology? One planning technique which might be helpful is this. Take a sheet of paper and divide it into four columns. The first column is the "problem" column, the second is headed "objectives," the third "methods," and the fourth "evaluation."[1] Describe the problem in the first column, and then list all objectives separately in the second. The listing of objectives will make it easy to determine the following:

1. whether each contributes to the solution of the problem;
2. what specific methods could accomplish the objective;
3. what criterion of success is necessary in reaching the objectives; and
4. which method of evaluation is most appropriate.

This helps to show whether the proposal is dealing effectively with the problem, whether the objectives relate to the problem, whether there is a method for reaching each objective, and whether there is an evaluation process to deal with the entire program.

---

[1]Norton J. Kiritz, "Program Planning and Proposal Writing," reprinted from Issue No. 3, The Grantsmanship Center News, p. 4.

What information should be included in the methodology section? Provide the following types of information, if applicable:

1. Participants
2. Setting
3. Facilities and Equipment
4. Supplies and Materials
5. Staffing
6. Time Schedule/Timeline
7. Data Collection and Analysis
8. Evaluation
9. Dissemination

Participants

Who will participate in the project? In contrast to staff or consultants, who manage or conduct the project, the term "participants" refers to those persons who are measured or evaluated or are otherwise affected by the proposed project. Participants are sometimes referred to as subjects, population, or sample. Describe the participants, if any, in the proposed project. Indicate the number of participants to be selected and the eligibility criteria. For example, does the project involve seventh grade students, seventh grade females, or eighth grade students who qualify for Title I program? Consider special characteristics of the participants such as age, educational level, ethnic origin, rurality, socioeconomic levels, program participation, and/or sex. Note any generalization of

the findings which will apply. Make certain that findings or results will not be biased by these variables.

How will participants for the project be selected? Describe the group of subjects from which the participants in the project will be drawn. If a sampling method is used, provide rationale for the type of sampling (such as stratified, clustered, random). If an entire unit of some type (such as a third period class; all classes within a particular subject area; all classes within a program area) is selected to participate, explain the reason for its selection.

REMEMBER: The reviewer will want to know who is to be selected to participate in the study, how participants will be selected, and why it is important that these persons be included.

Setting

Describe the setting in which the proposed project will be conducted. Information such as the districts, communities, schools, or classes used in conducting the project should be included.

REMEMBER: Provide demographic characteristics which may be useful to the reviewer in assessing the appropriateness of the setting.

Facilities and Equipment

The proposal should include a description of any special facilities or equipment that will be required to accomplish the objectives. Indicate the rationale for the purchase or rental of required equipment or facilities, if necessary, in terms of the project objectives. Also consider whether or not the equipment or facilities could be made available on some basis other than rental or purchase, such as by a cooperative arrangement. NOTE: Approval for equipment purchases and facility rental for projects is the exception to the rule. Ready availability of needed facilities and equipment should be noted if the project is to begin shortly after it is approved.

What description of facilities is necessary? Describe library, office, or other special facilities which will aid in conducting the project. Indicate the method and criteria to be used in the selection of facilities and how their use will be acquired.

What description of equipment is necessary? Describe equipment which is required for the successful completion of the project. Indicate the method and criteria to be used in the selection of equipment and how its use is to be acquired.

REMEMBER: Projects with little or no monies budgeted for purchase of equipment or rental of facilities have a better chance of being funded.

Supplies and Materials

Determine the consumable supplies and material necessary for conducting the proposed project. Supplies include paper clips, pencils, pens, paper, binders, sheet covers, recording supplies, etc.; and materials include filmstrips, tapes, textbooks, and other non-consumable items.

REMEMBER: Information concerning supplies and materials need not appear in the proposal narrative; however, the writer will want to know this information for inclusion in the budget.

Staffing

In identifying all personnel positions required for administering the project, the proposal writer should ensure that the number of staff is realistic for the attainment of the stated objectives and that the qualifications of the staff are compatible with the scope of work. A short description of the professional or technical competencies required by the project director or consultants will permit reviewers to judge the relative professional merits of the project staff.

Who should be included in the project staff? The staffing section includes a listing of all part- and full-time personnel who will work with the project. Personnel positions will include titles such as project director, half-time secretary, quarter-time keypunch operator, consultant, and others. List the assignments (by job title) of the project staff and the percentage of time (based on a percentage of full-time employment) each individual will be committed to the project.

What additional information may be included? A project director must be named who is responsible for the total administration of the project, including preparation and submission of the final report and delivery of any resulting product. If the project director has been identified, a brief statement of his/her pertinent experience and qualifications should be provided in the appendix. If it will enhance the proposal by noting expertise of any other individuals who might be employed, also append their names and qualifications.

REMEMBER: Narrative (and budget) pages should list position titles, and specific names should be contained only in the appendix. However, in most cases, staffing (other than project director) is selected after the project has been funded and thus cannot be included at this time.

Time Schedule/Timeline

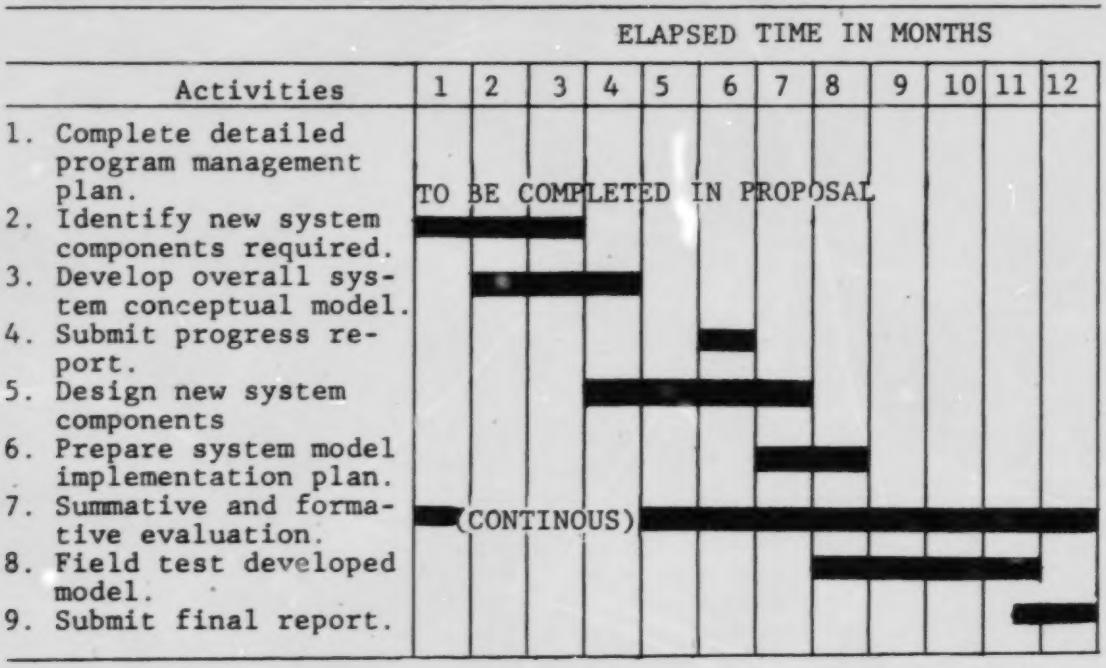
Why is a time schedule needed? The purpose of a time schedule/timeline is to illustrate graphically the anticipated duration of proposed activities. It is a common and useful planning and organizational procedure which can aid the project director in managing and coordinating the proposed activities. It can also be used to:

1. show the order of project activities,
2. help reviewers judge whether the objectives can be met within the prescribed time frame, and
3. aid external (outside) evaluators or monitors in determining the progress of the project.

What should be included in a time schedule? The timeline should include a schedule for the anticipated completion of the activities. The activities should lead to the accomplishment of objectives. Most time schedules include two primary components: (1) the activity or function to be performed, and (2) the lapsed time, from beginning to ending. The person or position responsible for each activity may also be identified. This listing of activities should be thorough to indicate adequate planning to the reviewer.

FIGURE I

SAMPLE TIMELINE



How are project activities displayed? One way to develop a time schedule is to list all primary activities to be performed during the project. Examples of these activities may be as follows:

1. Employing staff
2. Arranging for copyright clearance
3. Securing materials and supplies
4. Scheduling consultants
5. Conducting advisory committee meetings
6. Writing curriculum
7. Scheduling and conducting workshops
8. Conducting dissemination activities
9. Conducting follow-up evaluation of project
10. Submitting progress and final reports

. . . and many others.

List identified activities in chronological order. Then indicate person responsible and approximate length of time required for accomplishment, including beginning date and target (ending) date. Be certain that the activities are sequenced in an appropriate order and a realistic lapsed time for each activity is provided (see Figure 2). Another approach to the development of a time schedule is to list the objectives and then the activities for achieving each objective, as in Figure 2.

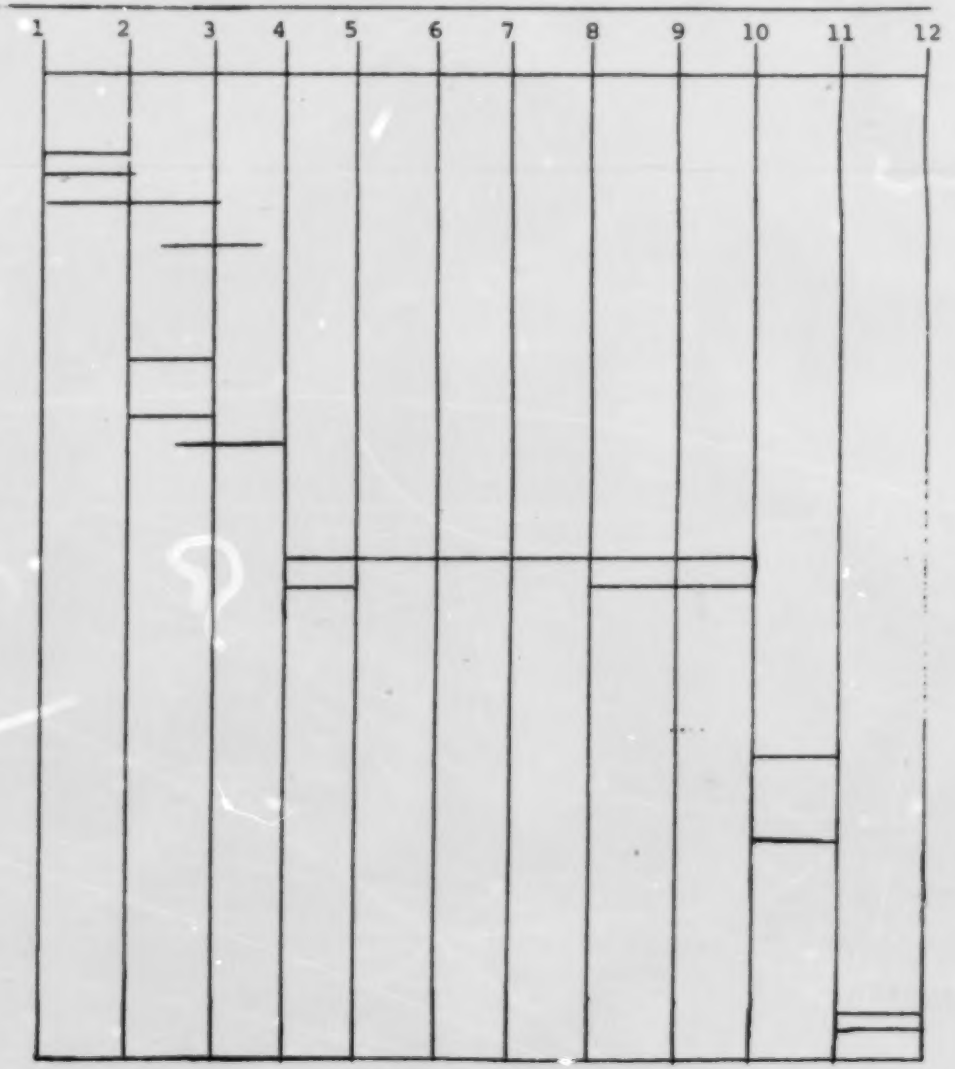
The preparation of a project timeline is an ordering of the procedures for achieving objectives. The timeline may take many forms including those shown as well as flow charts

FIGURE 2

SAMPLE TIMELINE

Project: Field Test Solar Energy Curriculum

Month Starting/Completion Date:

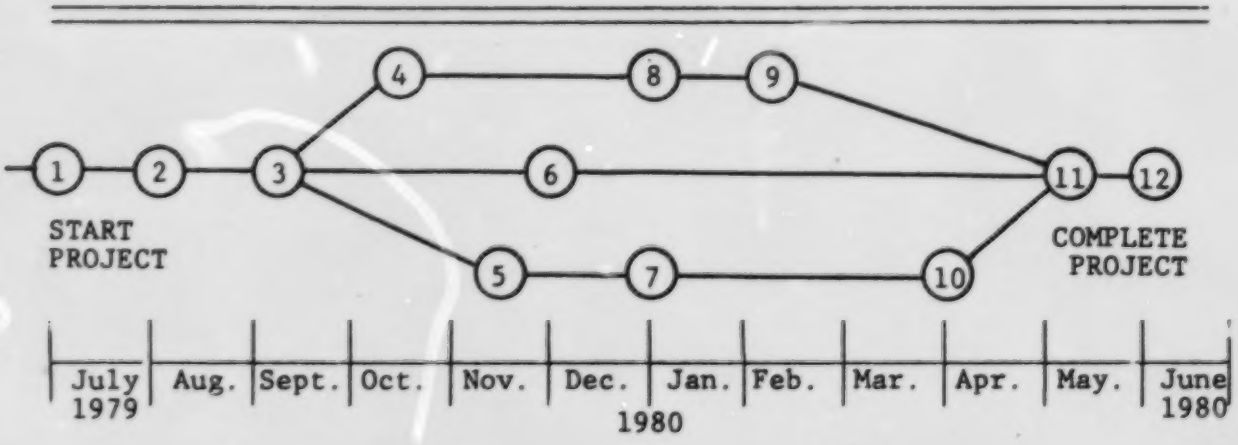


Action Step	Responsibility
1. Provide teacher inservice	Project Director
a. hire consultants	
b. recruit interested teachers	
c. conduct inservice workshops	
d. test teacher competencies	
2. Recruit students	Project Director
a. prepare and distribute press releases	
b. update course catalog	
c. update guidance counselors	
3. Implement program	Teachers
a. hold classes	
b. evaluate student competencies	
4. Conduct follow-up evaluation	Project Director and staff
a. contact employers regarding satisfaction with skills	
b. contact graduates regarding satisfaction with training	
5. Prepare final report.	Project Director
a. submit final report	
b. submit product (revised curriculum)	

or Program Evaluation and Review Technique (PERT) charts. A sample PERT chart is found in Figure 3.

FIGURE 3

SAMPLE PERT CHART



ACTIVITIES

1. Start project.
2. Hire all personnel.
3. Order test instruments and instructional materials.
4. Etc.

(NOTE: The above is a simplified chart as most projects will have more than 12 activities. In this case, the first three activities may relate to the employment of staff and planning. Activities 4, 8 and 9 may relate to conferences and workshops. Activities 6, 11, and 12 may relate to the submission of progress and final reports. Activities 5, 7 and 10 may relate to dissemination.)

REMEMBER: The time schedule/timeline is a very valuable management tool to the project director and is necessary for the project monitor to evaluate the progress of the project.

Data Collection and Analysis

In developing procedures it is crucial to plan for data collection and analysis early. Information to be gathered must be relevant to the objectives--what is to be accomplished--and a systematic plan for obtaining and interpreting it should be developed. This will prevent the collection of inappropriate data.

The importance of data collection and analysis is somewhat determined by project design. An experimental design including selection of experimental and control groups and identification and manipulation of variables might involve a substantially greater amount of data than in a curriculum development project.

Selection of instruments to obtain data, chosen for their appropriateness for the task, should be done as early as possible. Description and/or inclusion of the instruments in the final proposal may aid in convincing reviewers of the care of the planning. If no instruments presently exist to measure anticipated changes, they will have to be adapted or developed. Describe procedures and conditions for collecting data.

Analysis and interpretation of the data will be essential to the successful communication of project results. It will be necessary to determine validity (that the right things are measured) and reliability (that the measures are consistent) of

the findings. Many school districts or institutions have an evaluation or computing specialist who may be helpful in planning or collecting data and translating it into a meaningful form. Identify and contact that person during the planning stages of the proposal.

Evaluation

Why evaluate? Project evaluation serves three purposes: (1) to provide feedback necessary to make appropriate changes in the project as it proceeds (formative evaluation), (2) to monitor progress in relation to the proposed timeline, and (3) to determine how effective the project is in achieving the objectives. Evaluation may be internal (project staff) or external (either a contracted outside agent or funding source monitors). Both are needed. Internal evaluation has the advantage of immediate feedback; however, external evaluation may offer greater objectivity and, therefore, greater credibility. The proposal writer is concerned at this point with evaluation which project staff initiates--evaluation rather than monitoring.

The evaluation section should include a description of the methods intended to measure and evaluate attainment of the proposed objectives. Considering the objectives identified in the proposal and perhaps using the planning method suggested earlier, the proposal writer should answer three questions:

1. What objective evaluation techniques will be used?
2. How frequently will evaluation occur?
3. Who will evaluate the project?

What objective evaluation techniques will be used?

Subjective evaluation, such as attitude surveys, may give an indication of how people feel about a program, but feelings may not correlate with concrete results. An evaluation plan should seek objective ways of measuring results and then determine the best instruments for doing the job. Included in this description should be data to be collected, methods of collecting data, and criteria for determining achievement of expected outcomes. Difficulty in determining what evaluation criteria to use may require reexamining the objectives. The proposal objectives should be utilized as standards for evaluating the results and success of the project. The evaluation procedures should be described in sufficient detail to communicate what assessments will be made and what instrument best makes that assessment. Some common evaluation strategies to consider include the following:

1. interviews;
2. faculty, staff, student reactions;
3. record-keeping, including careful notes of project progress as well as minutes of meetings, workshops, and seminars;
4. testing instruments, including pre- and post-test designs;
5. rating scales, questionnaires, and surveys; and
6. outside evaluators.

How frequently will evaluation occur? Tell how frequently progress in the attainment of the propsed objectives will be measured and evaluated.

Who will evaluate the project? Identify the person (by position) who will be responsible for the evaluation. Indicate whether an outside evaluator will be utilized.

REMEMBER: It is essential to build an evaluation plan into the proposal and to begin evaluation procedures from the very beginning of the project. It is difficult to determine change in the participants, for example, if it isn't known what they were like in the beginning.

Dissemination Plan

Why write a dissemination plan? The usefulness of project results is dependent on an effective plan for disseminating those results. In this section the proposal writer should describe anticipated products or findings, the audience for which these products or findings are intended, and likely methods by which this target group could be made aware of the project and its results. Although assistance may be given by the Dissemination and Diffusion Section if the project is awarded, the proposal writer should consider this aspect early in the development process. Ideas may originate in connection with formulating the problem statement and considering its impact.

Budget

What is the purpose of the budget? The budget section contains the best estimate of the total cost of the project and a breakdown of the kinds of expenses that will be incurred. In other words, the budget is an operational statement of the project in monetary terms. Discovering a good research idea (the problem statement) and devising effective means of investigating it (the objectives and methodology) are the challenging parts of writing a propsal. A budget is simply a monetary interpretation of these steps. Once objectives and methodology have been determined, preparing a budget is a relatively simple matter of interpreting project activities into salaries, travel funds, support services, and supplies. NOTE: Especially in the early stages a budget is an estimate. It may be adjusted or fine-tuned at any point in the project to be a more accurate reflection of actual expenditure.

Why is the budget important? Some project reviewers consider the budget to be one of the most important sections of the proposal. After a well-developed and clearly-written problem statement, it is the budget section which often reveals the quality of planning that has gone into the proposal. Some of the criteria by which a budget may be judged are these:

1. How do the categories and specific expenses relate to the proposal?
2. Are the amounts of money budgeted in each category both reasonable and adequate to accomplish the task

necessary?

For what time period is the budget written? The budget should reflect the expenses for the duration of the project. In most cases this will be for a year, although some projects may be funded for shorter time periods. In rare instances a project may be planned for more than one year, in which case the original proposal should itemize expenses for the first year and estimate annual totals for each successive year. However, a project can be funded for only one year at a time. Acceptance of a project that proposes second- and third-year continuation does not guarantee subsequent funding.

Who has fiscal responsibility? Once a project is awarded, the fiscal responsibility rests with the institution which contracts the research. All projects are subject to institutional, state, and federal audits.

Are there restrictions on allowable expenses? Although each budget is considered individually, the following are examples of items which are not allowable expenditures for projects:

1. alterations of buildings;
2. dues to organizations or societies;
3. purchase of equipment not specified in the contract/proposal;
4. out-of-state travel without specific designation;
5. entertainment;
6. establishment of contingency or "petty cash" funds; and
7. dual compensation without prior approval.

More information about kinds of projects eligible and priority areas identified by the Division of Vocational Education will be found in the Florida State Plan for Vocational Education and in the Application for Federal Vocational Funds.

Project Management

Copyright Clearance

When is copyright clearance necessary? It is possible that a review of literature or familiarity with work done in the problem area has sparked an idea for developing or expanding what someone else has begun. In this case it may be necessary to obtain copyright clearance. Quoting a reference requires copyright clearance; however, developing an idea obtained from the literature may not. The grey area of copyright ownership of models, instruments, systems, etc., may require clarification advice to determine whether the idea is copyright protected or is within the public domain. This determination is necessary to avoid plagiarism and to allow for the printing and dissemination of the final product. All materials must be cleared of copyright problems.

How is copyright clearance obtained? Copyright clearance involves the following four steps:

1. Receive permission from copyright holders to use or adapt previously developed materials;

2. Use the correct copyright statement to protect the product for the State of Florida.
3. Determine proper placement of copyright credit lines; and
4. Document all copyright activities.

The project director will be responsible for two major copyright activities:

1. seeing that all necessary copyright clearances are obtained before materials developed by someone else are incorporated into the product, and
2. ensuring that complete documentation on all copyright activities is provided.

Assistance may be obtained from the Florida Educators' Information Service (FEIS) once the project has been awarded.

Project Monitoring and Evaluation

State level personnel from the Division of Vocational Education, Bureau of Research, Dissemination and Evaluation, will periodically be involved with on-site monitoring and evaluation. In addition, projects may be monitored by representatives from appropriate interdivisional committees.

Project Amendment

What if changes in the project are necessary? Revision to the project may be necessitated by changes in personnel,

objectives, timeline, or budget. Consultation with project monitors will assure that any changes contribute to the increased efficiency of project management or conduct. However, most updates will also need to be approved by the Division of Vocational Education.

Final Report Writing

What purposes does a final report serve? The final report of a project is a means of communicating with people who share an interest in and concern for vocational education. Some of the purposes in writing the report are to give evidence of satisfactory completion of the project; to communicate significant methods or understandings gained; and to provide further information upon which future decisions and actions can be determined. A report achieves these purposes satisfactorily only when it is clear and logical enough to add information about the topic under consideration and, thus, to aid in subsequent decision making.

Product Description

In addition to a final report; many projects will also have a product such as a process model, impact study, curriculum guide or materials, evaluation format, or catalog. Development of the product is a responsibility of the project director or manager.

Production assistance is available from the Bureau of Research, Dissemination and Evaluation and from the Center for Studies in Vocational Education. Once the product has been defined and drafted, assistance may be given in graphics, editing, and art design and illustration. The project monitor can advise about assistance services.

REMEMBER: Information and results from the study will be shared with other interested persons, and the Division of Vocational Education will help to make that information-sharing as effective as possible.

PART II. PRELIMINARY PROPOSAL

Part II explains how to submit a preliminary proposal to the Division of Vocational Education. This section also explains how to learn what funding opportunities are available and shows a sample preliminary proposal form.

Opportunities for Funding

How does the funding process work? Every year the Division of Vocational Education receives federal funds to be distributed to local education agencies. Some of the funds are shared on a formula basis according to the number of eligible students served by the vocational education programs. The remainder is set aside by the Division for use as discretionary funds. This amount may be distributed at the discretion of the Division to support programs or projects which fulfill the needs of Florida schools and comply with federal guidelines and regulations. Needs addressed by these funds are identified in the Florida State Plan for Vocational Education and summarized in the Application for Federal Vocational Funds. Both documents are provided to county superintendents and local vocational directors, presidents and occupational deans of public community colleges, and presidents and department chairmen of vocational education in state universities. The vocational administrator in the Department of Corrections, the president and principals of the School for the Deaf and the Blind, and the chairpersons of the Miccosukee and Seminole Indian tribes also receive copies.

The Application for Federal Vocational Funds defines categories of funding, listing amounts of money available in each and examples of kinds of projects eligible. Submission of this application signals an intent to pursue certain projects in vocational education. Proposals for projects are outlined on a five-page Application for Federal Vocational Funds

Proposal Form. There are two ways to submit a proposal for funding. In the first proposals returned to the Division as part of the institution's annual plan are reviewed by advisory councils and the Vocational Division Administrative Council. Upon approval, final proposals are invited.

Submission of the proposal form is a way of informing the Division of an institution's plans for research or developmental activities. The brief format saves a writer the time and effort of producing a full proposal until it can be determined whether or not the proposal idea is acceptable. Some funding sources accomplish this screening process by requiring a prospectus, a brief narrative of intent. However, for Division funds, the proposal forms provide a uniform procedure for sounding out one's ideas, performing the same function as a prospectus.

The second way to submit a proposal is by amendment to the funding application. Again, a preliminary proposal is submitted to the Division noting that it is an amendment and signed by the chief school officer. Review by the appropriate councils is required, and approval leads to the invitation of a final proposal. Approval of amendments is dependent on the availability of appropriate funds.

Anyone wishing to write a proposal should be familiar with the information contained in the Application for Federal Vocational Funds. Once a project idea has been developed, the proposal writer should work through the proper channels in his/her own institution to submit a proposal. Proposals are not to be submitted directly to the Division of Vocational Education

without going through these channels and obtaining the appropriate signatures.

What is a mini-contract? A funding source which may be of particular interest to the classroom teacher is the mini-contract. A maximum of $5,000 per project may be obtained with the stipulation that funds cannot be used for regular salaries or equipment.

The purpose of the mini-contract is to support innovative ideas for vocational education in classrooms, laboratories, and shops. Projects should be applicable to other programs of a similar nature in the state. Use of the preliminary proposal form will reduce the time and effort needed for the proposal writing process to fit into teachers' busy schedules.

Supporting funds are from the exemplary and innovative category. An innovative program must be perceived as containing a new idea or concept. An exemplary program or project must be judged creative in its approach, imaginative in nature, and have a combination of elements that are unique or original in method or technique.

What is an RFP? Periodically, the Division sends out a request for proposal (RFP) in response to a particular need. The RFP outlines the nature of the need and specific criteria for response and provides the name and telephone number of a contact person within the Division. Response to an RFP should be on the preliminary proposal form described above. The RFP identification number given on the announcement should be written on the preliminary proposal.

Who may apply for federal funds? Anyone in public education may apply for funding. There is no limit to the number of proposals which can be considered either from one individual or from one district or institution.

What is necessary to get started? The preliminary proposal form and accompanying information may be found in the Application for Federal Vocational Funds supplied by the Division of Vocational Education. Types of information to be supplied will depend upon the specific category of funds for which application is being made.

Format

What form does a preliminary proposal take? All proposals for funding must be submitted on the proposal form found in the Application for Federal Vocational Funds. Proposal forms are submitted either in direct application, as part of the institution's annual plan, or as an amendment to the plan.

How is a preliminary proposal prepared? Not all items on the proposal form must be filled out by all applicants. If an item is not necessary, enter NA (not applicable) in the corresponding blanks. Table I on page 47 is a matrix showing which items are appropriate for proposals requesting funds from the following categories:

VII Research, Exemplary and Innovative, and Curriculum Development

VIII Vocational Guidance and Counseling

IX Evaluation

Table 1

Items to be Completed on Proposal Form

ITEMS	Selected Funding Categories VII	VIII	IX
1	x	x	x
2	x	x	x
3	x	x	x
4	x	x	x
5	x	x	x
6	x	x	x
7	x	x	x
8	x	x	x
9	x	x	x
10			
11			
12	x	x	x
13	x	x	
14			
15			
16			
17	x	x	x
18	x	x	x
19	x	x	x
20	x	x	x
21	x	x	x
22			
23	x	x	x
24	x		
25			
26			
27		x	
28			
29	x	x	x
30	x	x	x
31	x	x	x
32	x	x	x
33	x	x	x
34	x	x	x
35	x	x	x
36	x	x	x
37	x	x	x
38	x	x	x
39	x		
40	x	x	x
41		x	
42			

NOTE: An X denotes that the item is appropriate for the designated category.

One should not attempt to fill out the proposal without referring to the instructions which precede the form in the application. As noted in Table I, some items are not applicable to all categories. A sample proposal form follows on page 49.

Submission

How is the proposal submitted? There are three procedures by which proposals for funding may be submitted to the Division of Vocational Education. One is a part of the educational institution's annual plan, and the other two are amendments to that plan.

Each year the Division sends out funding information and application forms to school districts, public community colleges, and state universities. Submission of the Application for Federal Vocational Funds constitutes the annual plan of that school or institution. Proposals may be submitted on the preliminary proposal form contained in the application. When submitted by the due date specified in the packet, the approved proposal becomes part of the annual plan. NOTE: Applications must contain the signatures of the school superintendent or college or university president.

Proposals may also be submitted as an amendment to the annual plan if appropriate funds are available. The proposal should be submitted on proposal forms noting that it is being sent as an amendment. Again, proper signatures are required.

PROPOSAL FORM

Application for Federal Vocational Funds

THIS FORM MUST BE COMPLETED IN ACCORDANCE WITH THE *INSTRUCTION MANUAL, APPLICATION FOR FEDERAL VOCATIONAL FUNDS, VOCATIONAL DIVISION.* Please do not attempt to complete the form without the narrative and specific instructions contained in the manual.

1. Year 1981-82 2. Region 5
3. Agency North County Community College
4. Location North Middle School 5. Area No
6. Contact Chris Bailey: Guidance Counselor
   1400 School Street; Northside, Florida 34567
7. Category VII - Exemplary and Innovative
8. Priority 1 9. Title Exploratory Programs for Mathematics-Related Trade and Technical Careers for Females
10. USOE NA 11. Type NA
12. Level Exploratory 13. Target Group Regular
14. Clientele NA
15. Enrollment NA

Type(s) of Students		Enrollment
	M	
	F	
	M	
	F	
	M	
	F	
	M	
	F	
	M	
	F	

16. Placement NA 17. Personnel Yes 18. Personnel Existing
19. Facility Yes 20. Facility Both 21. Status New
22. Council NA 23. Date 7/81 - 6/82
24. Results Yes 25. Method NA

DVE 431
Exp. 10/31/81

26. Exceptionalities

NA

Exceptionality	Agency

27. Services NA

Exceptional Child Education: _____

Signature: _____

Vocational Rehabilitation: _____

Signature: _____

Vocational Education: _____

Signature: _____

28. IEP NA

29. Special Research has shown that female students tend to drop out of mathematics classes after the 10th grade thereby closing the doors on many vocational career opportunities. It is necessary to make females aware of career opportunities requiring mathematics skills in order to encourage development of this potentially valuable resource and prepare them for a variety of highly paid trade and technical occupations. Participants will include minority female students.

30. Non-traditional Yes

31. Stereotyping The aim of this project is to overcome what seems to be a cultural bias against women's pursuing mathematics skills and related careers.

32. Potential The proposed project intends to upgrade the vocational status of women, whose pay and occupational stability have traditionally been lower than men's, by making females aware of mathematics-related jobs, which tend to be higher-paying, and by increasing their confidence in their ability to acquire requisite mathematics skills.

33. Evaluation The proposal was developed as a result of extensive research noting the drop of females' interest and pursuit of mathematics beginning in middle schools.

34. Need Although in early grades both the interests and abilities of females in mathematics equal those of males, a decline begins in the middle school until most females have dropped the study of mathematics by 10th grade. It is suspected by many researchers that this trend is not caused by any decline in ability but rather by social pressures, the ultimate effect of which is to keep women from pursuing many mathematics-related careers which are often well-paid.

35. Objectives 1. Within the first sixty working days of the project a search of literature will be conducted by the project staff to document changes in mathematics performance patterns of female students in grades 1 through 10.

2. By the sixth month of the project period curriculum materials and activities will be identified and/or developed which should maintain or generate female students' interest in mathematics and in occupations requiring mathematics skills.

(See attached sheet.)

35. Objectives (continued)

3. A pre-test and a post-test will be administered to matched experimental and control groups of seventh and eighth grade female students to determine whether a change in attitude toward mathematics and mathematics-related careers significant at the .05 level occurred as a result of exposure to the new curriculum materials and program.
4. Enrollment for the ensuing school year will be examined to see whether there is an increase of enrollment in mathematics courses by the experimental group contrasted to the control group.

36. Means A review of literature will be conducted to survey changes in mathematics interests and speculative reasons for these changes. Professional journals and program review reports will be used to identify schools and programs which have been more successful in retaining females in a mathematics track. Objectives, activities, and materials will be identified and developed to enhance females' knowledge of careers involving mathematics skills and their self-confidence in being able to master those skills. A pre- and post-test of student attitudes will measure change.

37. Ends It is anticipated that the proposed project will result in the development of a model curriculum for an exploratory program for mathematics careers for females and that this program will increase the number of females who continue their mathematics education and thereby become eligible for higher-paying jobs.

38. Evaluation An attitudinal evaluation will be used in pre- and post-tests to assess the awareness of mathematics careers and the feelings of competence females have regarding mathematics. An objective evaluation will be to see whether there is a significant increase in mathematics enrollment by participating females as a result of the program.

39. Dissemination Results from the project will be communicated to guidance counselors, career exploratory teachers, mathematics teachers, and middle and secondary school administrators. An article will be submitted to the Florida Vocational Journal describing the project and project outcomes.

40. Budget

		DVE USE ONLY		
	Requested	Recommended	Approved	Funded
A. Personnel (if not supported by state funding)	7,000			
B. Travel	2,000			
C. Materials & Supplies	450			
D. Capital Outlay:				
1. Equipment				
2. Audio-visual Materials	200			
3. Other (specify)				
E. Other Expenditures (specify)				
TOTAL	9,650			

41. Cooperation NA

NAME	TITLE

ITEM 42 IS FOR USE BY DIVISION OF VOCATIONAL EDUCATION PERSONNEL ONLY

42. Signatures

NAME AND TITLE	RECOMMENDED	NOT RECOMMENDED

The third kind of preliminary proposal is in response to an RFP, a Request for Proposal. An RFP deals with a specific need in vocational education, and that need as well as the criteria for meeting it are contained in the request. RFP's also require appropriate signatures. Response to an RFP will require amendment of Application for Federal Vocational Funds.

In all cases initial submission requires one copy of the preliminary proposal form, containing an outline of the nature of the project and the budget category estimates. Preliminary proposals are subject to review by advisory councils and the Vocational Division Administrative Council. Evaluation is based on the form which follows in Part II, Appendix A. Upon invitation, the final proposal is submitted with requested modifications. The number of copies required will be designated.

Where should the preliminary proposal be sent? Unless otherwise specified, proposals and all relative correspondence are to be mailed to the following address:

Mr. Joe D. Mills, Director
Division of Vocational Education
Knott Building
Tallahassee, Florida 32301

Evaluation

How will the proposal be evaluated? Proposals will be evaluated by reviewers selected from throughout the Department of Education. The current Proposal Evaluation Form, found in Part II, Appendix A, lists the elements of the proposal which

will be reviewed and the maximum number of points allowed for each. This form is subject to revision, but the basic concepts will be retained.

Most of the evaluation criteria have been discussed in Part I, "Proposal Components." However, it may be helpful to examine the first two elements of the sixth point, "Other Factors to be Considered," in more detail.

What is meant by "sex equity"? In order to qualify for federal funding, institutions are required to sign assurances of non-discrimination on the basis of sex. Such assurances are further specified in laws regarding the disbursement of vocational education funds. Programs in vocational education must be both available and easily accessible to persons of either sex.

In reading proposals, reviewers are looking for evidence of sex equity in both the nature of the project and the language of the proposal itself. On first reading, reviewers will check to see that the project description uses neutral language and avoids stereotyped and biased references.

Reflecting the nature of the project, objectives will be examined to assure that they are free of sex bias, stereotyping, or discrimination. Program design should be characterized by availability to females and males. Availability must be documented either by specific evidence of special services to ensure equal access to the program or by evidence of support services to overcome the results of previous sex stereotyping and/or discriminatory programming.

The evaluation plan will be examined to see whether it provides for collection of data to substantiate the elimination of sex bias and stereotyping and/or examination of the program for evidence of eliminating sexism.

On the other hand, the project may, although it need not, be specifically designed to overcome sex bias or sex stereotyping in one of the following ways:

1. Adjust occupational programs, curriculum and/or guidance and counseling;
2. Prepare students for non-traditional jobs;
3. Meet the special needs of women;
4. Provide inservice training for staff; or
5. Provide other programs.

Obviously, there are several degrees of anti-discrimination that may be built into projects, and not all criteria will apply to any single project. However, these guidelines will help the project writer to know what evaluators are looking for. NOTE: It would be advisable to have the proposal evaluated by colleagues to help locate weak areas. Those areas and, therefore, the total proposal could then be strengthened.

PART II
APPENDIX A-1

Division of Vocational Education
Bureau of Research, Dissemination and Evaluation

ID Number

PROPOSAL REVIEW FORM

Region____

Fund Source

131_____

132_____

133_____

Priority No:

Institution Agency:

Director:

Proposal Title:

CRITERIA	MAX. POINTS	POINTS AWARDED	COMMENTS
1. NATURE OF THE PROBLEM			
a. Does the proposal adequately describe the need?	5		
b. Has pertinent evidence of the need been presented?	10		
c. Is there a high probability that the solution of the problem will impact vocational education	10		
2. PURPOSE AND OBJECTIVES			
a. Does the purpose reflect an understanding of the problem being addressed?	10		
b. Are the objectives specific, measurable, concrete, achievable and relevant?	15		
3. PROCEDURES			
FOR RESEARCH PROJECTS ☐			
a. Are the procedures definite, logical, complete, well designed and adequate for achieving the desired results?	15		
b. Are the procedures appropriate for achieving the desired results?	15		
FOR EXEMPLARY AND INNOVATIVE PROJECTS ☐			
a. Is this procedure unique or original in approach and application? or	10		
b. Is it a program or procedure which can be studied as an example of a successful technique?	10		
c. Are the procedures appropriate for achieving the desired results?	10		

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CRITERIA	MAX. POINTS	POINTS AWARDED	COMMENTS
4. OUTCOMES OR PRODUCTS			
a. Are the outcomes/products clearly described?	5		
b. Are the potential use(s) clearly described?	3		
c. Are the anticipated outcomes/products a logical outgrowth of the project?	15		
5. BUDGET			
a. Is the budget itemized and complete?	2		
b. Is the budget realistic to the objectives, procedures and outcomes?	4		
	TOTAL		

6. OTHER FACTORS TO BE CONSIDERED*

a. Have the special needs and interests of women been addressed	Yes ☐ No ☐	
b. Will the project provide for the elimination of sex bias/stereotyping?	Yes ☐ No ☐	
c. Is there sufficient reason to believe that this proposal will contribute to the solution of the identified problem?	Yes ☐ No ☐	
d. Other	Yes ☐ No ☐	

*NOTE: A project may be recommended for funding but will not be funded until the answers to #6a, #6b, and #6c are YES. Item #6d is provided for special conditions.

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
Affirmative action/equal opportunity employer

REV. 9/30/80

Part II

Appendix A-2 Bureau of Vocational Research, Dissemination and Evaluation
Division of Vocational Education

PROPOSAL REVIEW SHEET
VOCATIONAL GUIDANCE AND COUNSELING

Name of Reviewer

The Proposal is:

New ____
Continuation ____

Proposal Identification:

Agency/Institution

Project Officer

State Plan Priority Category

Amount Requested: $

Clientele Served:	Secondary	Post-Secondary	Adult
Disadvantaged	____	____	____
Handicapped	____	____	____
Regular	____	____	____

NOTE: Do not make your recommendation until all items have been completed.

Recommendation:
Approved ____
Disapproved ____
Deferred ____
Transferred ____

Directions: Check the appropriate line.	Yes	No	Uncertain
I. Is the nature of the problem clearly stated?	____	____	____
J. 1. Is the need of the project clearly stated?	____	____	____
2. Are the major purposes and specific objectives clearly stated?	____	____	____
K. Do the procedures for achieving the objectives logically follow the objectives as stated?	____	____	____
L. Are anticipated outcomes and products described?	____	____	____
M. Is the proposed evaluation adequate?	____	____	____
N. Are proposed dissemination procedures satisfactory?	____	____	____
O. Is the time schedule feasible?	____	____	____
P. Are adequate facilities and equipment available to conduct the proposed activity?	____	____	____
Q. Are qualified personnel available to conduct the proposed activity?	____	____	____

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Please Turn Page

		Yes	No	Uncertain
R.	1. Are funds to support the proposal requested from other sources?	____	____	____
	2. Is the budget appropriate for the proposed activity?	____	____	____
S.	Has this proposal been developed in cooperation with representatives from other service areas?	____	____	____
T.	Will this proposed activity provide for the nontraditional career patterns of males and females?	____	____	____

Additional information and comments that may be of value to persons making decisions about project invitation:

_____

_____

_____

_____

Recommendation of Reviewer:

Approved	____
Disapproved	____
Deferred	____
Transferred	____

Justification of Recommendation: _____

_____

_____

_____

_____

NOTE: Please record your recommendation on the front side of this sheet.